

Safeguarding and Child Protection Policy

This policy applies to the Whole School, including EYFS

Date Revised/Reviewer:	September 2017
Reviewed by:	Governing Body
Date Approved by Governing Body:	13 th November 2017
Review Schedule:	Annually
Circulation:	Governors, all staff, parents, contractors, volunteers, school website
ISI Document Code:	7a
Date of most recent inspection:	Integrated Inspection, March 2016
Reported findings relating to safeguarding	The ISI report of March 2016 records: The arrangement for welfare, health and safety is excellent

Contents

1. Key External Contact Details	2
2. Key School Contact Details.....	3
3. Policy Statement.....	3
3.1 Tower House School – Promoting Awareness.....	4
4. Concerns About A Child.....	4
4.1 Definitions of safeguarding and types and signs of abuse	4
5. Procedures For Dealing With Concerns About A Child	5
5.1 Early help	6
5.2 Monitoring and managing ongoing cases of concern.....	6
5.3 What staff should do if they have concerns about a child	7
5.4 What staff should do if a child is in danger or at risk of harm	7
5.5 What staff should do if a child is seen as at risk of radicalisation	7
5.6 What staff should do if a child goes missing from education.....	8
5.7 What staff should do if they discover an act of Female Genital Mutilation (FGM) / Honour Based Violence (HBV)	9
5.8 What staff should do if they have concerns about another staff member	9
5.9 What staff should do if they have concerns about Safeguarding Practices (Whistleblowing)	9
6. Arrangements For Dealing with Peer To Peer Allegations.....	10
7. Arrangements For Dealing with Allegations of Abuse against Teachers and Other Staff including The Head, Governors and Volunteers	10
7.1 Neutral notification policy.....	12
8. Safer Recruitment	13

9. Management Of Safeguarding	13
10. Training.....	14
10.1 All staff	14
10.2 The DSL	15
11. Oversight of Safeguarding, including Arrangements for Reviewing Policies and Procedures	15
12. The School's Arrangements to Fulfill Other Safeguarding Responsibilities	16
12.1 Teaching children how to keep safe	16
12.2 Looked after children	17
12.3 Arrangements for visiting speakers.....	17
12.4 School trips.....	17
13. Early Years Provision Safeguarding Arrangements.....	18
13.1 Disqualification from working in childcare	18
13.2 Use of mobile phones and cameras	18
Appendix 1 Signs and types of abuse	20
Appendix 2 Procedure for dealing with concerns about a child flowchart	24
Appendix 3 Other related policies and documents	25
Appendix 4 Record of concern.....	26
Appendix 5 Table of substantive changes.....	27

1. KEY EXTERNAL CONTACT DETAILS

	Telephone No.	Email	Website
Local Safeguarding Children Board (LSCB) Richmond upon Thames	020 8831 6323	lscb-support@achievingforchildren.org.uk	http://www.kingstonandrichmondscb.org.uk/
Local Authority Designated Officer (LADO)	020 8891 7969	spa@richmond.gov.uk	http://kingstonandrichmondscb.org.uk/practitioners/managing-allegations-against-adults-29.php
London Borough of Richmond Single Point of Access Team	Office hours: 020 8547 5008 Out of hours: 020 8770 5000	spa@richmond.gov.uk	www.richmond.gov.uk/single_point_of_access
Support and Advice about Extremism	Police emergency: 999 Police non emergency: 101 Helpline for non emergency advice for staff and Governors: 020 7340 7264	counter.extremism@education.gsi.gov.uk	
NSPCC Whistleblowing Advice Line	0800 028 0285	help@nspcc.org.uk	
Disclosure and Barring Service	01325 953795	dbsdspatch@dbs.gsi.gov.uk	
National College for Teaching and Leadership	0207 593 5393	misconduct.teacher@education.gov.uk	
OFSTED Safeguarding Children	0300 123 4666 (Monday to Friday from 8am to 6pm)	Whistleblowing@ofsted.gov.uk	

2. KEY SCHOOL CONTACT DETAILS

Position	Name	Mobile	Email
Chair of Governors	Mr Jamie Forsyth	07885 405789	jamieforsyth@btinternet.com
Designated Governor for Child Protection	Mr Alex Wilson	07539 301063	AGW@stpaulsschool.org.uk
Designated Safeguarding Lead (DSL) inc. EYFS	Mr Justin Ryan	07885100009	ryan@thsboys.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Mr Gregory Evans	07739803453	head@thsboys.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Mrs Lesley Barnett	07525426557	Barnett@thsboys.org.uk
Designated Teacher for looked after children	Mr Joe Morris	07863 793061	Morris@thsboys.org.uk
Head	Mr Greg Evans	07739 803453	head@thsboys.org.uk
SENCO	Mrs Anna Patel	0208 876 3323	patel@thsboys.org.uk
Health and Safety Officer	Mrs Jackie Griffiths	0208 876 3323	Griffiths@thsboys.org.uk

3. POLICY STATEMENT

This policy applies to Tower House School ("the School") which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the School website or from the School office. The safety and welfare of all our pupils at Tower House School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety.

This policy has regard to the following guidance and advice:

- [Keeping Children Safe in Education \(KCSIE September 2016\)](#) ('KCSIE')
 - [Disqualification under the Childcare Act 2006 \(June 2016\)](#)
 - [What to do if you are worried a child is being abused \(March 2015\)](#) advice for practitioners
 - [Working Together to Safeguard Children \(March 2015\)](#)
 - Information sharing: advice for practitioners providing safeguarding services (March 2015)
 - Revised Prevent Duty Guidance for England and Wales (July 2015)
 - [The Prevent Duty: Departmental advice for schools and childminders \(June 2015\)](#)
 - [The use of social media for on-line radicalisation \(July 2015\)](#)

This policy also takes into account the procedures and practice of Richmond local authority as part of the inter-agency safeguarding procedures set up by the Richmond Local Safeguarding Children Board.

All staff, Governors and volunteers have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is **everyone's** responsibility. This includes a duty both to children in need and to children at risk of harm. All staff should read at least Part 1 and Annex A of KCSIE (September 2016). All staff should be

aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

Tower House School prides itself on respect and mutual tolerance. Parents/carers have an important role in supporting the School. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and carers will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

3.1 Tower House School – Promoting Awareness

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all staff to lead by example and to play a full part in promoting awareness that is appropriate to the age of pupils, on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our *Behaviour and Discipline Policy* and in enforcing our *Anti-Bullying Policy*.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried such as their class teacher, Head of Year or Deputy Head. If the School has concerns about a child there is always a recognised requirement for sensitive communication and staff members are aware of the need to avoid asking leading questions.

Our support to pupils includes the following:

- Every child from Year 3 upwards has a homework diary which contains guidance on where to turn for advice, including the confidential helpline ChildLine.
- Our notice board displays advice on where pupils can seek help.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's *Cyber Bullying and Anti-Bullying Policies*. E-safety to pupils is taught through lessons, activities and assemblies and our annual E-safety week with separate information evenings for parents.

4. CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help. The School recognises that there may be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as the Single Point of Access Team). This may lead to a written plan to support a child in need being drawn up or an Early Help Assessment, such as the Common Assessment Framework, being carried out. In either case, the DSL will liaise and take advice from external agencies as appropriate.

4.1 Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

5. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

This includes EYFS.

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

In addition we advise not to probe or put words into the child's mouth, to limit questioning to the minimum necessary for clarification, remain calm and 'neutral', be aware of your non-verbal and verbal communication, give the child your full attention, time and privacy, conduct the meeting in a room with the door open and maintaining 'sightlines' to other staff, only ask open-ended questions for clarification purposes, encourage the child to talk spontaneously.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing by completing a safeguarding concern form which includes the following information:

- The child's name; address, date of birth;
- The day, date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child; this will form a vital piece of evidence in any subsequent investigation. Make clear differences between fact, opinion and hearsay.
- The name of the person to whom the concern was reported, with date and time;
- The names of any other person present at the time. Also note how the child presents themselves.

Report the matter to the DSL / Single Point of Access Team. If the child is in immediate danger or is at risk of harm a referral should be made to the Single Point of Access Team or the police immediately. Anyone can make a referral.

The record of concern should be signed and dated and kept in a separate confidential file by the DSL.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide.

The School supports such pupils by recognising that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn and difficult to engage. Some children actually adopt abusive behaviours and these children must be referred on for appropriate support and intervention.

The School will endeavour to support pupils through:

- Providing a key adult to act as counsellor and mentor. This adult will have the appropriate mental health issues training;
- The content of the curriculum to encourage self-esteem and self-motivation;
- The School ethos which, promotes a positive, supportive and secure environment, and gives pupils a sense of being valued;
- Allowing children to express their views and give feedback via their class teacher or Head of Year or directly to the Deputy Head who is in charge of pastoral care.
- The School's Behaviour and Discipline Policy, which is aimed at supporting vulnerable pupils in the School;
- Ensuring all staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth;
- Ensuring that the pupil knows that some behaviour is unacceptable but he is valued and not to be blamed for any abuse which has occurred;
- Recognising that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- Vigilantly monitoring children's welfare, keeping records and notifying the relevant agencies as soon as there is a recurrence of a concern;

The School operates its processes with the best interests of the pupil at their heart.

If the DSL believes the child requires additional support from one or more agencies, an Early Help Assessment (EHA) is completed. If the DSL (or Deputy) believes the child has suffered from or is likely to suffer significant harm then the Single Point of Access Team / Police must be informed immediately.

See Appendix 2 for a flow chart of the procedure

5.1 Early Help

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Richmond Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

5.2 Monitoring and Managing ongoing Cases of Concern

Ongoing Safeguarding cases are monitored and managed on an individual and case by case basis. Weekly reviews of such cases take place within SMT meetings. Additional meetings are held with relevant parties (ie class teacher / parents / outside agencies) as required. All cases are monitored by the DSL, in liaison with DDSs, especially the Head. Minutes of all meetings, details of all decisions made and copies of all

related emails are retained (as hard copies) in the Safeguarding Concern file which is held securely in the Head's office.

5.3 What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

5.4 What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Richmond. A full copy of their local procedures can be found on their website: <http://kingstonandrichmondscb.org.uk/favicon.ico>

5.5 What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or inform the DSL or Contact the Richmond Single Point of Access Team.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). School staff should be aware of and able to recognise engagement, intent and capability factors which indicate that a person may be vulnerable to being drawn into terrorism.

Indicators for vulnerability to radicalisation are:

- Family tensions
- Sense of isolation
- Low self-esteem/feeling of failure
- Migration / distance from cultural heritage
- Events affecting the pupil's country or region of origin
- A sense of grievance triggered by personal experience

Early indicators of radicalisation or extremism may include:

- Becoming involved with a new group of friends
- Searching for answers to questions about identity, faith and belonging
- Expressions of support for terrorism, justifying the use of violence to solve real or perceived grievances
- Possessing or accessing extremist materials
- Changes in behaviour and language

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those detailed in this policy.

The School has carried out a Prevent Risk Assessment for its pupils. Concerns about a pupil thought to be at risk of radicalisation or of being drawn into terrorism must be referred in accordance with the school's safeguarding procedures. Staff must report concerns immediately to the DSL or the Deputy DSL in the first instance; advice will be sought from the Single Point of Access Team and a referral will be made where this is deemed necessary. Additionally, staff can also contact the Police or dial 101. The police can talk to you in confidence about your concerns and help you gain access to support and advice.

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police, and where considered appropriate and necessary, consent is obtained, to arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Additional support / advice can be obtained from the Department for Education, which has a dedicated telephone helpline (020 7340 7264) to enable staff and Governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

All teaching staff undertake online Channel training to ensure they are aware of real life scenarios of radicalisation. The School's ICT Administrator has visibility of the actions pupils perform via our network. The ICT Administrator sets criteria to flag alerts and monitors online activities of pupils using the applications and hardware detailed below. Interventions are made as appropriate.

The technical details of the filters used by the School are CensorNet secure web gateway. CensorNet is BECTA accredited. CensorNet is a Member of the Internet watch Foundation.

5.6 What staff should do if a child goes missing from education

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's *Missing Child Policy*.

The School monitors all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority. For further details on when the School has a duty to report to the local authority, please see the *Missing Child Policy* and *Procedures when a Child is not Collected on Time*.

The School will inform the local authority, and that of where the pupil is usually resident, of any pupil who is going to be deleted from the admission register where they:

- Transition before completing the School's final year or joins a school after the beginning of the school's first year and is of compulsory school age.
- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school;
- Have been certified by a suitable medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her

parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age;

- Are in custody for a period of more than four months due to a final court order and the Head does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.
- Have excluded a pupil on the child protection register (whether fixed term or permanently)

The local authority will be notified when a school is to delete a pupil from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that the School complies with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

In addition, if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan, then the local authority will be notified.

5.7 What staff should do if they discover an act of Female Genital Mutilation (FGM) / Honour Based Violence (HBV)

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Any concern regarding FGM or the preparation of a girl for FGM by a member of the School or wider community must be reported to police, they should also activate local safeguarding procedures by contacting the Richmond Single Point of Access Team. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve the Single Point of Access Team as appropriate. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information.

Further details are available here: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>.

5.8 What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below (See point 7) regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the Richmond LADO. Staff may consider discussing any concerns with the School's DSL and make any referral via them.

5.9 What staff should do if they have concerns about Safeguarding Practices (Whistleblowing)

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's separate *whistleblowing policy* which can be found in the *Staff Handbook*. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing

advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

6. ARRANGEMENTS FOR DEALING WITH PEER TO PEER ALLEGATIONS

Peer-to-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), sexting, sexual assault and gender-based issues. The School recognises that children are capable of abusing their peers and it is never regarded by the School as 'part of growing up' or 'banter', and is dealt with as a serious and possibly criminal activity.

The School minimises the risk of peer on peer abuse by addressing the issue via the PSHE curriculum, year group and whole school workshops. 'Anti-Bullying' Week provides a focus for this work. Class teachers and heads of year regularly review and discuss this issue with their classes, reminding children of the need to speak out and the adults to whom they can turn for help.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's *Anti-Bullying and Behaviour policies*:

A pupil against whom an allegation of abuse has been made, may be suspended from the School during the investigation. The School will take advice from the Richmond Single Point of Access Team on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Single Point of Access Team, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Single Point of Access Team or police as appropriate.

The School reserves the right to seize any mobile device which a pupil brings on site for evidence of sexting. This will be carried out in the presence of a parent (where possible) or other responsible adult.

Advice regarding shared imagery from the UK Council for Child Internet Safety: Sexting in schools and colleges: Responding to incidents and safeguarding young people states that: If a young person has shared imagery consensually, such as when in a romantic relationship or a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, eg, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or the Richmond Single Point of Access Team.

Perpetrators and victims of peer on peer abuse will meet with the Head of Year / Class Teacher and the Deputy Head. They will be given individualised support and guidance on how to deal with bullying or how to avoid bullying type behaviours in the future. The parents of each will also be informed and will fulfil a very important role in the support and guidance of victim and perpetrator, and support from external agencies will be sought, as appropriate.

Also see the School's *Anti-Bullying and Behaviour and Discipline Policy*.

7. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS

These provisions cover EYFS

The School will liaise with the Richmond LADO, managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows

KCSIE 2016 and Working Together 2016 guidance, and local LADO arrangements and apply when staff, including volunteers, have (or alleged to have):

- Behaved in a way that has or may have harmed a child.
- Possibly committed a criminal offence against or relating to a child.
- Behaved towards a child, or children, in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.

Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police. Where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) the School will consider making a referral to the NCTL as a prohibition order may be appropriate ie 'unacceptable professional conduct', conduct that may bring the profession into disrepute' or a conviction, at any time, for a relevant offence. Further advice can be found in

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with Richmond LADO or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with Richmond LADO on a no-names basis.

All allegations should be investigated, via LADO, as a priority to avoid any delay and within 24 hours of the allegation.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and Richmond LADO. However, staff may consider discussing any concerns with the DSL and make any referral via them.

2. The case manager should immediately discuss the allegation with Richmond LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child agreed with Richmond LADO. Richmond LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of Richmond LADO and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.

5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.

6. The case manager will discuss with Richmond LADO whether a referral to the Disclosure and Barring Service or National College for Teaching and Learning should be made where an allegation is

substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the National College for Teaching and Leadership and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). Further details on when and how to refer to the DBS can be found here: [DBS barring referral form - GOV.UK](#)

7. On conclusion of the case, the case manager should review the circumstances of the case with Richmond LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

The aim of the Code of Conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm, or of allegation of harm to a pupil.

Please also read the separate *Code of Conduct* and *Neutral Notification Policy*.

7.1 Neutral Notification Policy

There are occasions when staff, as professionals, have to act in a particular way in order to protect the health, safety and welfare of pupils. Such situations could put the adult in a potentially vulnerable position and perhaps cause them, with hindsight, to consider that they might have chosen to act in a different manner.

There may be occasions when an incident occurs which is out of the ordinary and which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child, such doubts which fall below the threshold for a Safeguarding Concern Report.

There may also be occasions when a member of staff has concerns about how their own behaviour in a specific situation might be misinterpreted by others.

It is important that any occasions or incidents which might give rise to such concerns are reported to the DSL. In the vast majority of cases, there will be a perfectly innocent and reasonable explanation for what has occurred.

Neutral Notifications can be made in person in the first instance, to the DSL. The Neutral Notification Form (available on the staff intranet) should be completed and passed to the DSL as soon as possible thereafter.

Further details can be found in the full *Neutral Notification Policy*.

8. SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's *Safer Recruitment Policy*.

The School undertakes a risk assessment before agreeing to a visiting speaker being allowed to attend. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers, whilst on the School site, are supervised by a School employee. Visiting speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School keep a formal register of visiting speakers in line with its Data Protection Policy.

We have procedures for recording the details of visitors to the School. We take security steps to ensure that we have control over who comes into the School so that no unauthorised person has unsupervised access to the children.

9. MANAGEMENT OF SAFEGUARDING

Mr Justin Ryan, Director of Studies, History and Religious Studies, is the School's Designated Safeguarding Lead (DSL). He is the main DSL for the School, including EYFS, and is a member of the School's senior management team.

Mr Gregory Evans, Head and Mrs Lesley Barnett, Head of Junior School, are the Deputy Designated Safeguarding Leads and to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSLs contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to:

- Take lead responsibility for safeguarding and child protection matters in the School.
- Maintain an overview of safeguarding within the School,
- Open channels of communication with local statutory agencies
- Support staff in carrying out their safeguarding duties
- Monitor the effectiveness of the School's policies and procedures in practice.
- Work with the Governors to review and update the School's safeguarding policy, at least annually.

- Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt
- Ensure this Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made directly or via the DSL, and are aware of the role of the School in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to the Single Point of Access Team.

During term time, the DSL or DDSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are in the first instance to contact Mr Gregory Evans, the DDSL.

Full details of the DSL's role can be found at [Annex B of KCSIE 2016](#).

The DSL and DDSLs have responsibilities of their safeguarding role as DSL included in their job descriptions.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

10. TRAINING

Induction and training are in line with advice from Richmond LSCB.

10.1 All Staff

All new members of staff (including temporary and volunteers) receive appropriate induction training, on commencement of work or prior to that date, on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or deputy DSLs. This includes those working in EYFS.

The induction training includes:

- This Policy, including information about the identity and role of the DSL and DDSL
- The *Staff Code of Conduct*
- The *Staff Handbook*
- The identity and contact details of the Safeguarding Lead and his/her Deputy
- Child protection training in accordance with Richmond Safeguarding Children Board procedures
- A copy of Part 1 and Annex A of Keeping Children Safe in Education (2016).

All staff are also required to:

- Read Part One of KCSIE and confirm that they have done so. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via email bulletins.
- Understand key information contained in Part One of KCSIE. In September 2016 all staff completed a Veale Wasbrough Vizards online learning module to assess their understanding of Part One and Annex A of KCSIE 2016.
- Receive training in safeguarding and child protection regularly, in line with advice from the LSCB. Training will include online safety. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify

children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via emails, e-bulletins and staff meetings, at least annually.

All adults working at the School are trained to a minimum of LSCB Safeguarding Training: Basic Awareness Level 1. All staff who come into contact with children are trained to LSCB Safeguarding Training Level 2 as expeditiously as possible.

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, on-line safety and forced marriage and female genital mutilation. Training on the Early Help Process and process for making a referral to the Single Point of Access Team and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) is also provided, together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. Staff are made aware of the signs, symptoms and indicators of all forms of abuse and are required to take action *without delay* if such a practice is suspected. We encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in all measures the School has in place to protect them, and to seek early help.

The DSL has responsibility to ensure these protocols are upheld. These protocols apply to EYFS.

10.2 The DSL

The DSL has attended a child protection training course (Level 3) and receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the LSCB's approach to Prevent duties; WRAP Awareness Trained (Workshop to Raise Awareness of Prevent).

The School's focus is to support children in need through listening to them and seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSs are trained to the same level as the DSL.

11. OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mr Alex Wilson is the board-level Governor with responsibility for safeguarding and child protection in the School. He is a member of the governing body.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governor with responsibility for safeguarding and child protection issues conducts regular audits of policy and practice; 'stress testing' staff knowledge of safeguarding issues and protocols to follow in the event of a concern being raised.

The School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies by way of staff meetings and inset day safeguarding training.

If there has been a substantiated allegation against a member of staff, the School will work with Richmond LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

In addition, the Board of Governors ensures that the School has:

- A DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the appropriate training (Mr Justin Ryan)
- Child protection policies and procedures which are reviewed annually and made available to parents
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head
- *Safer recruitment procedures* in line with national guidance
- A training strategy to ensure all staff, including the Head and Governors, receive child protection training, with refresher training at regular intervals in accordance with the LSCB requirements
- A nominated Governor to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Head. The Chair of Governors should be contacted in this instance on 07885 405789 (Mr Jamie Forsyth)
- A nominated Governor is responsible for safeguarding and child protection issues. The designated Governor responsible for child protection is Mr Alex Wilson (07539 301063).

The DSL will submit to the Governing Body an Annual Safeguarding Report. This report will allow the Governing Body to ensure the school's compliance, highlight any issues, and plan for improvements. This report will include any safeguarding issues within EYFS. The minutes of the Governing Body's review will accurately reflect the breadth and depth of the review.

12. THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

12.1 Teaching children how to keep safe

The Governing Body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's curriculum and is embedded in ICT, PSHE and sex and relationships education (SRE). The School works with pupils, parents and carers alerting them to online safety. Safer use of the internet is taught through lessons, activities and assemblies, and parents are encouraged to make use of websites such as <https://www.saferinternet.org.uk>

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are CensorNet Secure Web Gateway. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further detail of the School's approach to online safety can be found in the School's Acceptable Usage of Internet and E-Safety Policy (reviewed annually by the Governing Body) which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when

accessing the internet through the School's systems. The Policies are also included in the pupil's homework diaries.

Staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's Acceptable Usage of Internet, E-Safety Policy and *Cyber Bullying Policy* also set out the School's approach to online safety.

12.2 Looked After Children

The School recognises the increased vulnerability of Looked After Children. 'Looked After Children' is generally used to mean those looked after by the local authority. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

The Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Mr Joe Morris is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

As such the School will be especially vigilant for signs and symptoms of abuse. The School will ensure it has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents / delegated authority / carers.

12.3 Arrangements for Visiting Speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers are expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. The School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being given.

Visiting speakers, whilst on the School site, are supervised by a School employee. Visiting speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence. The School keep a formal register of visiting speakers in line with its Data Protection Policy.

12.4 School Trips

The organising member of staff is responsible for checking safeguarding procedures and appropriate DBS checks as part of the Risk Assessment, carried out prior to the visit. Such Risk Assessments are checked and reviewed by the Health and Safety Officer and the DSL / DDSL where appropriate. Risk Assessments are a vital part of the Health and Safety procedures undertaken prior to these trips. Our policy for *Educational Visits and Residential Trips* is set out in a separate document.

13. EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

13.1 Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight (including before school and after school clubs), the School will take steps to check whether those staff are disqualified under the Childcare Act 2006, including by association with others.

All staff at the School are required to notify the School immediately if there is any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association'. The 'by association' requirement applies if you live in the same household as, or someone is employed in your household, who has been disqualified from working with children under the Childcare Act 2006. This forms part of the School's Safer Recruitment Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the Head for more details.

The School has a *Safer Recruitment Policy* which ensures operation of safe recruitment procedures and complies with 'Keeping Children Safe in Education' (2016) and Independent School Standards Regulations (ISI).

13.2 Use of mobile phones and cameras

Staff must keep mobile devices out of sight when in contact with children in school, set mobile phones to 'silent' or switch off and not answer calls / SMS messages when in direct contact with children; ensure mobile phones are 'locked' to prevent malicious use if lost / stolen.

Staff who wish to take photographs or video of pupils (whether on a personal or school device) must first speak with the Head to obtain their approval before taking any image of a pupil. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Head.

Staff who act in breach of this may be subject to disciplinary action.

Mobile phones are prohibited from use in EYFS.

13.3 DSL for the EYFS

Mr Justin Ryan is the Designated Safeguarding Lead responsible for safeguarding children in the early years setting.

13.4 Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

13.5 Disqualification from Association

Staff who are disqualified, including by association, may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

APPENDIX 1

SIGNS AND TYPES OF ABUSE

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed or their abuser has threatened further violence or trauma if they "tell". Staff should familiarise themselves with the range of behavioural indicators of abuse and report any concerns to the designated person.

The government guidance ['What to do if you're worried a child is being abused'](#); advice for practitioners' provides detailed advice on the signs of abuse and neglect to look out for and the action to take if you think a child is being abused or neglected.

A child who is being abused and/or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather

- Be concerned about changing for PE or swimming
- Look uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or pre-occupied
- Be wary of physical contact
- Be particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely in isolation provide conclusive evidence of abuse. They should be viewed as part of a jigsaw. What is important is that you report your concerns. You do not need “absolute proof” that the child is at risk.

[The NSPCC website](#) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

Children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Illegal drug use and child protection: The discovery that a young person is using illegal drugs is not necessarily sufficient in itself to initiate child protection proceedings but the School will consider such action in the following situations when there is evidence or reasonable cause:

- To believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

Children of drug using parents: Further enquiries and/or further action will be taken when the School receives reliable information about drug and alcohol abuse by parents/carers in the following circumstances:

- The parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
- Pupils are not being provided with acceptable or consistent levels of social and health care;
- Pupils are exposed to criminal behaviour.

So Called 'Honour Based' Violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Signs of Female Genital Mutilation are most likely to be identified through disclosures, but other indicators can be found here:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmunit@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special Educational Needs and/or Disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who deal with children's special educational needs or emotional and behavioural problems should be particularly sensitive to signs of abuse.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the Schools *Missing Child Policy*. All unexplained absences will be followed up in accordance with the Missing Child Policy.

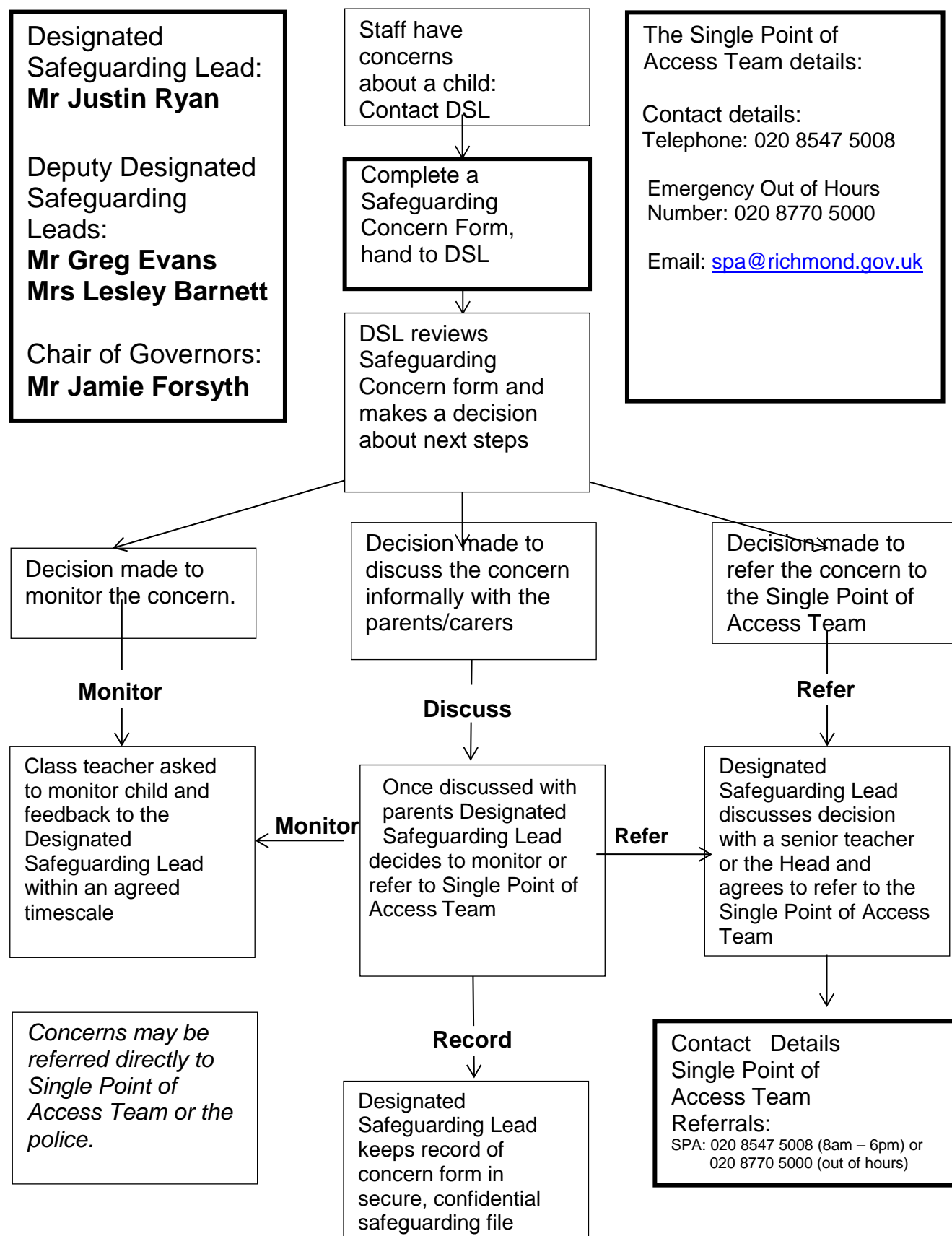
The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. These intervals are termly or more frequent if repeated incidents arise.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

APPENDIX 2 PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD FLOWCHART



APPENDIX 3

OTHER RELATED POLICIES AND DOCUMENTS

Anti-Bullying Policy
Behaviour and Discipline Policy
Cyber Bullying Policy
Data Protection Policy
Missing Child Policy and Child not Collected on Time Policy
Neutral Notification Policy
Restraint Policy
Safer Recruitment Policy
Staff Code of Conduct
Staff Handbook
Social Medical Policy (within the Staff Handbook)
Whistle Blowing Policy (within the Staff Handbook)

APPENDIX 4
RECORD OF CONCERN

Child's Name :
Child's DOB :
Date, Day and Time of concern :
Your account of the concern :
Additional information : (your opinion, context of concern/disclosure)
Your signature :
Your position in school :
Date and time of this recording :
Action and response of DSL/Alternate Safeguarding Lead
Name: Date:.....

APPENDIX 5
TABLE OF SUBSTANTIVE CHANGES FROM SEPTEMBER 2017

Where	Change	Date
Key School Contact Details Page 3	Mr J Morris is responsible for looked after children	From November 2017